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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Education Week This Year

THE withdrawal of the United States Bureau of Education from the direction of Education Week was presumably wise. The less said about the reasons therefor the better, for any explanation would require more explanation, and then more explanation. All that need be said is that there were complexes on the horizon that might not be untangled easily.

Education Week will be observed quite generally, but without Federal responsibility. Pennsylvania is one of the first states to announce plans. This is easy because Sesquicentennial needs the boost that Education Week will give, and the State Association and the State Department of Education are admirably equipped to magnify the week without outside aid.

Monday is to be Sesquicentennial Day. Tuesday is to be Fine Arts and Science Day. Wednesday, School Directors Day. Thursday, State Day. Friday, Congress of City and County Superintendents and Normal School Principals, and Saturday Teachers' Day.

City School Board Service

THERE is great opportunity for noble public service in membership on a city school board. This is often lightly appreciated because, being purely local, it has no broadcasting fame. In practically every city all important advance carries the name of the chairman of the school board in whose administration the advance was made. The James J. Storrow and the Joseph Lee School Boards of Boston are more memorable than any mayor's service in the same time. This is true of all important cities. And yet it is rarely feasible to attempt to magnify such service adequately.

San Francisco has an interesting example in the case of Mrs. Mary Prag, who had been a teacher in the city for half a century, was

head of the department of English and vice-principal of the Girls' High School when she resigned a few years ago. We have already called attention to Mrs. Prag's eminent professional career and distinguished service in the direction of the personnel department of the city system.

San Diego has a remarkable example of professional devotion and efficiency. Miss Julia Pickett was recently elected to the School Board by twelve thousand votes, in a city of 100,000 population, without having the hectic support of any "ism," clique, policy, group or section and without having had special public service to her credit.

Without long residence in the city and without an elaborate campaign she appears to have been elected as a woman well qualified for the service. A native of Minnesota, graduating from classic Smith College, Massachusetts, has significance. Five years on the faculty of the University of Peking, China, is also significant, but nothing is quite as suggestive of commanding personality as her experience with the Western Electric Company when it was suffering calamitously from the drafts the World War was making upon young college men. It devolved upon Miss Pickett to decide what colleges were preparing young women to become masterly students of electrical engineering. Rarely has equal opportunity or responsibility come to any young woman as that which Miss Pickett was enjoying when the Armistice brought back an adequate supply of young men.

In charge of the Placement Bureau of the Business and Professional Woman's Club of San Diego, she has attracted the confidence of all classes of citizens, who have elected her to service on the city school board.

There are 73,500,000 telephone calls daily in the United States.

The Texas Atmosphere

IT IS unfortunate that while the press broadcasts education news it leaves the country wholly ignorant of the wholesome, inspiring vision of a great people who have done as much for civilization in half a century as the Atlantic Coast States did in two centuries.

There are several cities in Texas with better hotels, city auditoriums, and theatres than there were anywhere in New England three years ago. There are more pure breed Herefords, Shorthorns, and Jerseys in Texas today than in New York or Pennsylvania.

When Texas has occasion to do anything progressive there is a Texas atmosphere that sees that it is done immediately and that it is done right.

If there were no other advantage in having ten thousand school men and women attend the Texas meeting it would be worthwhile just to have them get a whiff of the Texas atmosphere.

There is no short cut to perfection.

An Intelligent Machine

SCHOOLS have profited all too little by the intelligent use of intelligent machines. In visiting thousands upon thousands of schools, especially teacher-training institutions, we have seen but one other scheme which children use as spontaneously, continuously, and efficiently as they use "The Guhin Auto Flash Card Machine."

Children will use out-of-school time without an instructor and will practice enthusiastically on more than thirty combinations a minute. It is impossible for a child not to give attention, impossible for him to loaf on combinations. The teacher is wholly eliminated, the child or the class does it all. Those who have heard us on the platform know that we have been appealing for something that would supplant drill with practice, and it is done by this auto-flash-card machine.

It is just as serviceable in facts of geography, history, civics and other fact subjects as it is in number combination. It does not accomplish everything, but it accomplishes much that has been impossible in the same way. It has been said by a patent expert: "No device of a similar construction has ever been patented, nor any device of a different construction designed for the same purpose."

M. M. Guhin of Aberdeen, South Dakota, has the floor as an inventive educational genius.

Accident Prevention

NEW YORK UNIVERSITY has introduced a course for the training of leaders in accident prevention work. The course is under the direction of Arthur Williams, president of the American Museum of Safety. Among the instructors are safety engineers of the Metropolitan Life Insurance Company, the Bethlehem Steel Company, and the New York Edison Company. Arthur Williams says this course by New York University is the most significant development since the inauguration of the Safety Campaign.

A crank is useless when there is no gasoline in the tank.

Fourteen million books on Dr. Charles W. Eliot's "five-foot book shelf" have been sold, representing a value of $20,827,000.

The Great Northwest

["The Blazed Trail of the Old Frontier." Being the Log of the Upper Missouri Historical Expedition Under Auspices of the Governors and Historical Associations of Minnesota, North and South Dakota and Montana for 1925. By Agnes C. Laut. With Many Illustrations From Drawings by Charles M. Russell. Published by Robert M. McBride and Company, New York.]

IT WILL be a civic crime and an educational tragedy if next summer passes without Americanizing the teachers of America through the opportunity to visit Seattle with all the advantages that will be offered them.

In 1738, nearly two hundred years ago, the first white men, an expedition from Quebec, saw the land we call North Dakota. Less than a hundred years ago all the country through which the Great Northern, the Northern Pacific, and the Milwaukee railroads will carry teachers by train loads, was the land of wild buffalo and wolves, with warrior Indians trapping any stray whites who might venture in those parts.

The civic and industrial, economic and social conquest of the country from St. Paul to the Pacific Northwest was so rapid as to be miraculous. From the days of the 'Forty-niners to the coming of a railroad was twenty years, but the iron-horse followed the covered wagon almost overnight.

Some years ago I assisted in the laying of the cornerstone of a new schoolhouse near Valley City, North Dakota. When our names went in the cornerstone mine was the only name that was not Scandinavian. The prayer was in the Norwegian language, and the man who presided and many of his associates came there in ox teams, but for the laying of the cornerstone the multitude came in automobiles.

From the invocation by Rev. T. F. Gullixon of Minot, North Dakota, at a pioneers' meeting we quote: "The wilderness trail of the explorer and the wagon train of the pioneer were not hid from Thy sight. Thou hast sustained the woodman hewing for his cabin and his brother breaking at the prairie's sod. Thou hast heard the evening song of the host of pioneer mothers in frontier homes of poverty lulling their babes to sleep, and the prayers of little children awed by the vastness of virgin forest and plain. . . . And dear Lord, when the last night camp of our pilgrimage is made, and one by one we stand at the breaks, at the rim-rock of eternity, grant to us faith's sure vision of Him who explored life for us and left the trail of His footprints so plainly in human history, who waits to walk with us across the new land—the hills and valleys of eternity."

School Directors' Service

THE importance of the gratuitous service of a quarter of a million school board members in state, city, county, and village cannot be overestimated. In our form of government we need to echo and recho the following paragraph from an annual message of Dr. Josephine Corliss Preston, state superintendent of Washington:—

"The instruction of our children is entrusted to our teachers. The business of operating our schools is entrusted to more than 6,000 men and women who gratuitously serve as members of our school boards. Your work is most important, for without the fine free service of our school directors, this state could never have attained its present high rank among all the states of this great nation."

"Fine free service of our school directors" is one of the noblest sentences of the year. There is an assumed professional aristocracy that seems determined to have a great gulf between professionalism and the public. There is no possible escape from the dependence of the teaching, supervision and administration upon the elective leadership.

Whatever professional independence may be attained by the supervisory and teaching force must come from a skilful appeal to the public to elect school directors who grant that independence.

The school directors will inevitably represent the elective leaders. If they do not grant professional freedom it is because the public thinks it is being professionally bulldozed instead of being sympathetically led.

The schools are in close touch with all parents. The politically inclined school directors have no method of appeal to parents and public. If the politically inclined school directors out-influence the professional forces it is an indictment or impeachment of the method employed by the professionals.

There is something radically wrong when professional forces allow themselves to be at outs with those elected or appointed to represent the public. The public is jealous of any assumed superiority of any class as being higher or better than the voting class. This makes professional bulldozing educational idiocy and civic imbecility.

"The standards which teachers are required to maintain are continually rising. Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of an art. It must be dignified by technical training, ennobled by character, and sanctified by faith. It is not too much to say that the need of civilization is the need of teachers."

—Calvin Coolidge

Belding's Page

LONGER LIFE—FOR WHAT?

A NATION of octogenarians. That is what Professor Irving Fisher of Yale says we are going to be. Other scientists have voiced similar predictions. The average span of life is lengthening. It will lengthen more, as laws of health are discovered and applied; provided, of course, automobiles, airplanes, and worse contraptions yet to be launched do not cause more deaths than preventive and therapeutic medicine can offset.

Herein lies matter enough for the educator—not only to impart a knowledge of the laws relating to self-preservation, but also to impart that which will make life worth living for four-fifths of a century or longer.

The human race in this part of the world is more adept at learning how to preserve and prolong life than at learning how to enjoy and profit by it.

Organized labor in this country is setting out to win a five-hour working day for all who toil. "Six days shalt thou labor," said the commandment. "Make it five," says Labor. The question Labor does not answer for us is: "What worthwhile use shall be made of the other two days?"

Education will have to answer this.

THE DESIRE FOR GROWTH

ONE of the most encouraging of modern movements is the trend toward adult education. As the demand grows, opportunities grow also. University extension courses—evening schools and classes—lecture courses, forums, reading and study supervised by librarians, Shakespeare clubs, art clubs, groups interesting themselves in current events, current literature, civil government, history, and a thousand other matters, are to be found in every large community and, at least some of them, in every smaller place.

It is no reflection upon early teaching that so many seek more enlightenment after they have left school. If men and women are satisfied with the education they have received they haven't received the real article. Discontent with one's mental attainment should last throughout this life and for all eternity. Contentment is stagnation. Stagnation is death.

The widespread desire for more and more learning is a sure mark of advancing civilization.

The teacher who never will admit a mistake is the one who complains most about the way classes nowadays don't respond to instruction.

CANNED LECTURES

YES. It will be a great day when "movie colleges" open their doors—or shutters—and when groups of earnest students, seated before the silver screen, may see learned professors lecturing and perhaps demonstrating, while a voice reproducer conveys the words of the lecturer. Given an eminent authority who happens also to be a bright and interesting lecturer, the "college" will be a wonderful success beyond a doubt. But just what are the chances of striking that happy combination?

The lecture method of presenting educational material has its drawbacks at best. It tends to become a cold and stiff affair, informative rather than educational. Education doesn't get across to the student unless the student also gets across to the instructor. Student response brings out the best in the teacher. The reason so many classroom lectures are "duds" is because the lecturer is there, but the student isn't. His body may be present but his mind is absent. When both body and mind are absent, as may occur in the case of the proposed "movie colleges," the net results won't be very important.

HIS PROUDEST ACT AS GOVERNOR

DAVID I. WALSH was Governor of Massachusetts in the years 1914 to 1916. During his recent campaign for election to the United States Senate, a newspaper man asked Mr. Walsh what he regarded as his biggest accomplishment while Governor. He replied: "University extension."

Other forward steps had been taken in his administration which many people would have rated above the launching of an educational movement. But Mr. Walsh places that above all else. He doubtless feels that this one accomplishment will endure and grow; that it is lifting the general level of intelligence in his state; that it is helping men and women to make the most of their talents.

Men in public life do not always recognize at the moment the importance of their acts in behalf of education. Mr. Walsh, as Governor, may not have foreseen he would appraise the starting of university extension as the worthiest of his official performances.

Anson W. Belding

Associate Editor.

Habit Formation In Teacher Training

By I. D. WEEKS

State Teachers College, Aberdeen, South Dakota

HELEN WILLS has been attracting world-wide attention in the athletic realm during recent months. Her skill in controlling the soft rubber ball is unequaled in the field of amateur tennis.

The unusual success of this young lady is due in a large measure to the fact that she has drilled and practiced persistently for years in the fundamentals of tennis. At the beginning of her unprecedented career in this line of endeavor most of her attention was centred on such elementary knowledge as how to hold the racket, how to count, how to keep score, and where to stand while serving. Gradually one by one and little by little these skills became fixed habits until today Miss Wills does not have to think where to stand while serving the ball, how to grip the racket or on which court to serve the ball. All of her thought and energy is directed playing to out-play her opponent.

These bits of knowledge and isolated habits so essential for proficiency in the art of playing tennis, once mastered constitute what Dr. Thorndike would call a "hierarchy of habits." A man is organized in spots. "A man has some habits which are sporadic and isolated, some of which are bunched together in loose groups and then some which are knit together into a hierarchy."

The need for forming correct habits in athletics is very evident. This is no less true in the arts. The musician that has not reduced his acquaintance with the violin strings or the piano keys to sheer habit is helpless in trying to play any of the masterpieces in music.

Educators have been conscious of the problem of habit-formation in the training of teachers for a number of years. Thus far, however, they have not been able to clarify in their own thinking ways and means for setting up the proper machinery to bring this to bear.

A clear distinction must be made between that part of a teacher's work which should become sheer habit and that which should never become automatized. The following factors which contribute to the success of a school should be reduced to habit: Ventilating the room; heating the room (a) care of the stove, building fires, (b) taking out of the ashes, care of the fuel; sweeping the floor; dusting; condition of the teacher's desk; keeping of records (a) pupils' grades, (b) attendance, (c) health, etc.; sending out reports to (a) county superintendent, (b) to parents, (c) to the school board; beginning and closing of the school day on time; beginning and closing of community meetings.

On the other hand to reduce some things to sheer habit would tend to make teaching, and in turn learning, seem artificial and mechanical and sap the very life-blood out of the art. Below are a few of the facts that should not be automatized: Questioning; illustrations; directions; suggestions; devices; lesson types; recognition and treatment of individual differences; methods; problems in discipline; dealing with the school board; community intercourse; relation with parents.

The teacher must be able to meet the situation as it arises, for the re-action of the child is not always known. It is true that standards have been set up, but to meet the situation at hand requires that the teacher meet Johnnie where he is today at this particular time. A pre-ascertained response on the part of the teacher cannot be prescribed and reduced to habit.

When schoolroom management has become so efficient that matters of routine have been reduced to habit, we will have reached another milestone in the eventful journey of pedagogy. For then will the teachers' time and energy be redirected in teaching boys and girls, and not in thinking of things which should require no thinking at all; such as caring for the ventilation of the room, the heating and the lighting.

Desired habits cannot be formed with the amount of practice usually given to them. According to Thorndike, "the law of exercise states that all other things being equal a situation response bond is strengthened by use

"When schoolroom management has become so efficient that matters of routine have been reduced to habit, we will have reached another milestone in the eventful journey of pedagogy."

"Educators have been conscious of the problem of habit-formation in the training of teachers for a number of years. Thus far, however, they have not been able to clarify in their own thinking ways and means for setting up the proper machinery to bring this to bear."

and weakened by disuse." One observation dealing with the condition of the floor, for example, is not sufficient to establish proper habits relative to the care of the floor of the schoolroom. The same might be said concerning all matters of general routine.

It would seem absurd to say that it is possible to train tennis players by having them "observe" the game, especially the position of the server's hand upon the racket, and expect after a few such observations to have a trained tennis player. True, observation relative to the position of the hand in holding the racket is essential, but training must go further, it must give time for many observations and time for practice. So we learn facts and principles in school management through continued observations plus practice.

Not only does daily observation tend toward the formation of right habits on the part of the teacher in training but it also aids as a stimulus to the demonstration teacher. She is more careful about the physical conditions of the room, punctuality in meeting classes and in neatness of her person when she is aware of the fact that these factors are being carefully scrutinized each day. It also has a profound effect upon the pupils.

"Rome was not built in a day." Tennis players are not made in a week. Real teachers are not developed in a month.

"Life is ninety-nine per cent. automatic." —William James.

Boys

By EDGAR S. JONES
Monticello, Illinois

SEVERAL years ago when the West was still only partially settled a frontiersman with his family, in the old type prairie schooner, started to move into the sparsely populated area. Just before arriving at his intended destination he came to a mountain pass that led into a beautiful valley. After inspecting the soil and the natural surroundings he decided to make his home there. It was not long until other farmers came and in due time a city was located in their midst.

Shortly following this epoch an artist appeared at the entrance of the valley, and was impressed by what he saw—the crops, the mountain streams, the activity of the folks and the sunset. So aroused was he that a painting was made. It was so vivid that many home-seekers came to make the valley their abode. Finally another particular individual appeared at the entrance gate. He could not farm or paint, but he viewed the valley as did his two predecessors. He received an uplift or inspiration which equaled that of his two fellowmen, and finally went on his way with the determination to use his recently acquired ideals.

It must be remembered that the twenty-one-year-old criminal of today was just a few years ago, irrespective of heredity or environment, in the same frame of mind as was the farmer or artist when they appeared at the doorway of the valley. It is not an assumption, but a certainty that the status in which the boy finds himself is the result of misdirected energy caused by the failure of some one to give him at the proper time an opportunity to assist in developing such valleys as happiness, adventure, power and confidence. (You and I can recall with much pleasure the teacher or other person outside the home, who awakened us along the moral, mental or physical line. It may have been the element of confidence or it may have been the one of adventure, but the worthwhile thing to us is that we were so aroused that to the present time we are still affected and influenced by this early directed activity.)

> "The real teacher is one who understands human relations and is daily watching for every opportunity to cause the child to respond.
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> "The day is coming, and it is not far distant, when the parent will hold conferences with the foster-parent, the teacher, and by a mutual diagnosis, come to definite conclusions relative to some of the best things along the human relation line that may be done for the boy."

The real teacher is one who understands human relations and is daily watching for every opportunity to cause the child to respond. (It may be that she spent considerable time the evening before in preparation for the day following. During the entire day she meets the many problems with a loyalty and a devotion that shows that her whole soul is being thrown into the school. This is not a now-and-

then occurrence, but a daily practice on her part. Her kindness is expressed in the way that her life enters into the joys and sorrows of the individual. It may be a trivial affair that cloudens the little fellow, but to him it is a reality. He feels and knows that in the teacher he has a sympathizing friend.) This real teacher is continually directing the pupil into the right habit paths so that as he or she approaches manhood or womanhood, they will have the characteristics that will tend to win.

If the parent will spend an hour now and then with the teacher in talking about the boy and his interests it will often be the means of getting an insight into his attitude toward life that you never dreamed about. Sometimes parents have a little hesitancy in going to the teacher and talking over the problem of the boy. You will have to agree that the right sort of a person who has been associated with a boy for a year will have many things to talk about that will help the parent solve the problem. The day is coming, and it is not far distant, when the parent will hold conferences with the foster-parent, the teacher, and by a mutual diagnosis come to definite conclusions relative to some of the best things along the human relation line that may be done for the boy. (The 1,001 trifling things so common to boy life do not need any consideration.) It is such work as this that causes the boy to have a faith and a confidence in you and at the same time it builds that characteristic element which makes him feel that you are counting on him to play the game "fair and square."

In these heart-to-heart meetings it is not necessary to discuss such as the grades or credits that the boy is making, the trivial acts of conduct and how he studies. Just as the farmer diagnosed the situation and then made the application so should the real teacher and the parent confer regarding the boy's traits, his possibilities and especially his latent initiative tendencies. The younger the boy the longer should be the conference. There is not any question but that each boy has one or more fields that will make an appeal and will set him to thinking—hence the types to be investigated at this get-together meeting are quite similar to the following:—

(a) The general topic of literature.
(b) Science, including the great out-of-doors.
(c) Art or music.
(d) Athletics.
(e) Vocational subjects.

Curriculum Revision

By W. C. McGINNIS
Revere, Mass.

CURRICULUM revision is now being carried on by the Department of Superintendence of the National Education Association. It is being carried on by many state organizations and by most city school systems in the United States. In fact, curriculum revision is epidemic. A friend of mine asked: "Why curriculum revision?" And the answer to his question was: "Well, why not?" I wonder if that isn't about the best answer any of us can give to the question of why we are all working so hard at curriculum revision.

During the baseball season just closed I went to a game between the Boston Braves and the St. Louis Cardinals. The crowd was a Boston crowd but was very friendly to St. Louis. A spectacular bit of fielding was done by Hornsby, and everybody yelled, including a young man sitting beside me, who had not seen the play at all because at the time he was bending down searching for a pencil which he had dropped. As soon as he and everybody else stopped yelling he asked me what had happened. I told him and asked him why he stood up and "hollered." He was inclined to be offended at first, and then smiled and said: "Mob psychology, reaction to suggestion without any particular reason. Everybody doing it." His answer might well have been: "Well, why not?" But his answer, as given, was good because it showed that at least he knew why he had yelled although while he was doing it he didn't know why, and it was good because he didn't invent any reasons to explain his action. His action and his explanation were positive and affirmative.

Some, yes many, curriculum revisionists go searching for reasons for their activities, and when they have found them, the reasons are as the two grains of wheat in two bushels of chaff, they are not worth the search.

In a recent article in an educational magazine the writer says: "The theory of repression and the theory of expression are encountered again and again in the literature of curriculum construction and methods of teaching. They are the moulds which shape the content of our courses of study and their interpretation."

In the same article the following are cited as samples of repression in educational theory:—

"Education is preparation for adult life. It ends when maturity is reached. It is primarily a reshaping, reformatory process for the child, who is looked upon as a bundle of original sin.

"Learning is a cold-storage process by which

the child stores up facts and skills for future use.

"Child activity in itself has no justification. Childhood is merely a period of intensive preparation for successful participation in adult life.

"Too much education is feared. Education beyond one's station is to be deplored. Early entrance into industry and the early assumption of adult responsibilities should be encouraged."

These samples of educational theory are foreign to any educational theory I know anything about. It is doubtful whether there are half a dozen people in the teaching profession in America today who would accept them as educational theory. The ideas expressed in these samples exist in neither theory nor practice anywhere in the United States.

I used to know a doctor who always found the condition of his patient "very serious, indeed," and who was "gratified because of the remarkable recovery." I wonder if some of our educational doctors aren't trying too hard to establish a "mind-set" that Mr. and Mrs. Curriculum and all the little Curriculums are in a bad way and can be made strong and capable of "spontaneous, unrestricted self-expression" only by expert doctoring and some serious operations.

The fact that "practice lags behind educational theory" is nothing to get excited about. The same thing is true in regard to medicine, the law, government, and religion. Theory must run somewhat ahead of practice, else there is no progress.

There are good reasons for curriculum revision. New occupations, new interests, new world conditions, a recognition of individual differences among children, changed home conditions, and the great increase in the total cost of public education—these are only a few of the many reasons for trying to improve the curriculum, to make it more efficient, and to eliminate waste.

The problem of curriculum revision should be approached, in the public schools, not for the purpose of making changes for the sake of change, but for the purpose of improving the schools. Educational theory in order to be useful must stand up in practice. It does no good but does do positive harm to revise the curriculum in such a way that the ordinary classroom teacher cannot understand it, but is bewildered and discouraged.

Curriculum revision should be positive and affirmative rather than negative. There are too many men and women in the educational profession today who write and talk about the schools in such a way as to lead the lay mind to think that school conditions are deplorable. These apostles of change confuse and discourage many teachers.

"Spontaneous self-expression," and "the method of teaching, following the inner urge of the child which results in spontaneous activity"; "unrepressed child nature," and "the lack of adult domination" are all familiar phrases in the language of the "New Education," and they are things which discourage the inexperienced teachers and exasperate the experienced teacher and make her antagonistic to and suspicious of much of the real good in the educational theory which recognizes child activity and child interest as two very important things in successful teaching.

"It does no good but does do positive harm to revise the curriculum in such a way that the ordinary classroom teacher cannot understand it, but is bewildered and discouraged.

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A case in point, an actual happening in October, 1926: A five-year-old boy allowed to follow his "inner urge" did a job with a hammer on another child who had interfered with his "purposeful activity." This was "spontaneous activity, untrammeled by adult domination." One result of this incident is a somewhat bewildered and belated recognition by one adult of the fact that "life situations" do exist which demand "adult domination" and that pedagogy and the curriculum in order to be effective must involve some "things that are foreign and distasteful to the child's immediate interests."

Many teachers have decided upon curriculum revision as the special professional study for this school year. The proposed work offers a great opportunity for doing service to the schools and for acquiring professional knowledge for ourselves. Let us approach our problem with enthusiasm for the new things in education, but let us also allow our common sense to guide us so that we see and respect the value of many things that are old in education. So far as possible, let us "prove all things and hold fast to that which is good."

Parents and Their Children

By PETE ROSS

High School Principal, San Diego

MANY a mother who is giving of her very life's blood in one way or another for her son is completely blind to his most cherished ambitions. Many a father, rather most fathers, who would actually ruin themselves for their daughter's happiness, cannot sit down and converse with her for fifteen minutes.

Why? Because they do not know each other. They are living in different worlds. Children learn too many things about their parents stealthily or from others—especially their weaknesses. Father is always right and his word must never be questioned is not the best atmosphere in which to rear a child who very early—much sooner than we think—learns that father is not always right. It would be far better for father to acknowledge his human fallibility and play fair with his child. Most school teachers—all wise ones—now-a-days do that. They've learned that "bluff" won't go; it never did, as you can recall from your own school days. It's a terrible thing—a family calamity—for a mother to have told her daughter in a corrective mood: "I never did anything like that when I was a girl," and then for the daughter to hear from some of her mother's friends how her mother was considered "a gay girl in her day." No, it's best "just to 'fess up to" our former weaknesses and through them perhaps reach our children and help them over theirs.

But, this doesn't mean to magnify our frailties of other days. Every once in a while teachers are confronted by the statement from the room pest: "My father says he used to be the worst boy in the school, and just see how he's turned out." If you were the "worst boy" or "meanest girl," for goodness sake keep that to yourself and hope with faith that no one will tell on you!

Of course, parents know well enough all the faults and foibles of their family. And, generally, they have a clannish pride in concealing them from everybody but the school teacher. And that is right. The teacher, the child's best friend, should know his frailties in order to assist in their correction and eradication. But, both at home and in school, too many times this very knowledge is a positive hindrance instead of a help to our better understanding and dealing with the child. Very frequently we have an unhappy way of magnifying faults—even little faults—till they overshadow the virtues. Did you ever hear a pupil say: "Aw, there's no use in my trying to please Miss Jones; she's got it in for me and can't see any good in anything I do." Well, I'll match that with a statement to me last spring by a high school maid: "There's no use in my telling mother the truth; she wouldn't believe me; so I just lie to her." The sad fact is that the parent does not actually know that his child has admirable virtues or characteristics.

It often happens that we first learn from strangers the splendid abilities possessed by those we live with daily. We have been so busy criticising, correcting, magnifying defects that we haven't discovered, felt, appreciated the finer and better faculties our loved one possesses. And even when someone outside the family speaks of it we are incredulous about it, and fail to give full credit for it. It seems, too, that the larger the family, the more likely is it true that family familiarity breeds, not contempt, but expectancy and contentment of mediocrity. And so, if some member does "blossom out," he is met with incredulity or listless concern by those who should be his bulwark and encouragement.

Sometimes these revelations come out of a crisis; sickness, financial stress, peril, bereavement. At such times our shyness vanishes. In the presence of life's great realities we instinctively reveal the best that is in us. And then we learn what we have been missing all along, how much we might have had for the mere asking—and giving!—Parent-Teacher Courier.

LUDEN EPISODES FROM REAL LIFE

"my voice would have been completely lost"

Among over 10,000 letters received from users, praising Luden's, there were many grateful messages from school teachers. Read this one from Cincinnati:

"Teaching a Primary grade necessitates a great deal of talking. Added to this I am troubled with hay fever. Had it not been for Luden's, which I always kept in my desk for just such emergencies, my voice would have been completely 'lost.'"

(Original letter on file)

The exclusive menthol blend in Luden's Cough Drops soothes husky throats, and brings quick relief to sufferers from coughs, colds and other irritations of the air passages. In the yellow package—5c—everywhere.

LUDEN'S MENTHOL COUGH DROPS

(180)

Practical Suggestions for Teachers

ONE of the many inspirations of Edward W. Stitt, assistant superintendent, New York City, was a suggestion that the elementary school principals of the Bronx prepare "Practical Suggestions for Teachers," and the result is twenty pages of the best group of "Practical Suggestions" that we have seen. There are three hundred of these suggestions. We select about one hundred of them. Every teacher in the Bronx received a copy before the schools were open in September.

Let your general appearance be appropriate to school work and school conditions.

A neat, attractive appearance is a powerful aid to discipline.

Keep yourself in such a good physical condition that you will be able to attend to your school duties regularly.

Prevent slight indispositions by proper attention to food, exercise, rest, and recreation.

Allow your pupils to do most of the talking, and so guard against throat strain.

Do not carry your work around with you. Lock your cares in your desk when the day's work is done.

Be natural and sincere. Overcome any mannerisms you may have.

A dictatorial manner arouses antagonism.

A confident manner should rest upon the consciousness that all plans have been made and are ready for execution.

Avoid being easily upset by little, aggravating, unimportant matters. In face of provocation, maintain poise and you will be master of the situation. An angry, defiant child can be met successfully only by a person superior to anger. To yield to temper is to sink to the level of the child and thereby lose control of the situation.

Cultivate a regard for the feelings of others and an appreciation of their weaknesses. Avoid whatever offends and disturbs.

As children are sensitive, handle a situation in such a way as to preserve the self-respect of the pupils.

Try to put yourself in the position of the pupil and to see things from his standpoint.

Children will make mistakes because of their immaturity, but remember that some things will cure themselves.

Let the most important article in your educational creed be: Treat every pupil with justice.

An occasional hearty laugh relieves tension.

Take the initiative in any critical situation that may arise anywhere in the school building

Evidence your willingness to direct and to participate in the social and the group activities of the school.

Show interest in the welfare of the school as a whole. Contribute your share to the teamwork which conditions the success of a school.

Regard for the safety and good order of pupils demands the punctual performance of duties by the teacher.

Give due regard to the physical comfort of children.

Co-operate with the physician and the nurse to promote the physical welfare of your pupils. Persuade unwilling children and reluctant parents to carry out the advice of the physician or nurse.

Work in harmony with teachers and supervisors and take a personal interest and pride in the success of the school.

Manifest a fraternal spirit toward fellow teachers.

Be a constructive helper to supervisors.

Be willing to receive and to carry out good suggestions.

Acquaint yourself with the home conditions of your pupils and give sympathetic help.

Get acquainted with parents so as to secure their co-operation in keeping children, in fit condition to be taught.

Give freely of your time and talent in behalf of pupils in after-school activities.

Participate voluntarily in the management of glee clubs, orchestras, athletic clubs, etc.

Bring renewed enthusiasm to your work by cultural studies in art, science, or literature.

Be open-minded toward new educational theories. To this end, it is necessary for the teacher to be a reader of current educational literature, and to be willing to do experimental work.

Cultivate the habit of the ten-minute margin before the mandatory time.

Before leaving the building, desposit keys. Never give the keys to a child. Never send a child for the keys.

Remember your good example in attendance and in punctuality is good for your class and for the newly-appointed teacher.

Make classrooms so pleasant, instruction so interesting, and manner so attractive that 100 per cent. attendance is assured.

Arouse class influence against chronic or occasional absentees.

Do not send pupil messengers to homes.

Inspect the class the first thing each day for personal appearance and cleanliness. Send to the medical room all cases where illness is sus-

pected, and admit no returned absentee without a clean bill of health. In case of the absence of the school nurse, refer the case to the office.

Be careful of the proper lighting. Use the shades to get the best light on your blackboards and to cut off from individual pupils any annoying shafts of light.

Good air is necessary for good teaching.

Look to the proper seating of pupils with poor sight and hearing. A pupil whose right eye or ear is defective should be seated on the right side of the room as the class faces the front. As far as possible, have desks and seats properly adjusted.

Do not allow pupils to wear coats, sweaters, or rubbers in the classroom. Notify your principal in writing if the room is uncomfortable.

Do your best to maintain good posture. Good posture does not imply immobility. A straight back is the main thing to secure.

See that desks are kept free from inkstains and that the floor of the room is kept clean.

Many teachers, whose work is otherwise meritorious, are prone to underestimate the importance of neatness, accuracy, and promptness in their clerical work. They do not realize that the proper keeping of a roll-book has a very serious and often a legal aspect. No erasures should occur here. If corrections be necessary, they should be made in red ink.

In correcting compositions, much time and labor may be saved by the adoption of a code of letters and signs for corrections; as "s" for spelling error, "g" for error of grammar, etc. Remember that the number of errors can be minimized by anticipating them.

The correction and evaluation of tests may be facilitated by the pre-arrangement of papers according to a uniform system suggested by the teacher. Professional examiners examine the first question on all papers, then the second, and so on. This has been found to be less fatiguing mentally, and is undoubtedly more fair to the pupil. The subdivision of questions into A, B, and C, has its advantages.

The use of a hectograph, mimeograph, or other duplicating device will save hours of labor and annoyance for a teacher.

Plan books, progress books, programs, etc., should be done systematically and neatly. Appearances are often deceiving but it is better to have them deceive favorably than unfavorably.

Every machine needs oil. So, too, the machinery of the classroom needs the oil of system, if the work is to proceed smoothly. A few rules, well drilled and faithfully followed until the action becomes automatic, will do much, not only for the routine of the classroom, but as a help in solving the disciplinary problem.

Brain Fag Relieved Quickly!

Just a teaspoonful of Horsford's Acid Phosphate in a glass of cold water stimulates and refreshes your nerves. A delicious drink that supplies nourishing phosphates to the body —aids digestion and gives you new strength, vigor and endurance. *At all druggists.*

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HORSFORD'S ACID PHOSPHATE

At the beginning of the term, "Set your house in order" promptly:—

Size the children and assign seats. See that no child sits in a seat that is too high or too low for him. Place children with poor hearing or poor eyesight in advantageous positions.

Make a seating plan of the class. It helps discipline because it makes it easier for the teacher to call pupils.

Drill on standing and sitting; on putting the benches and desks up and down noiselessly.

Have a definite place for line formation; a certain route between seats and door.

Have a method of getting clothing and of putting it away. Place monitors, if necessary, at clothing doors or to direct distribution.

Acquaint the children with your method of caring for books, pencils, papers and other material; for passing, collecting, and storing them in the closet.

Select and assign monitors for routine work connected with inkwells, blackboards, clothing, windows, floors, distribution of paper, textbooks, etc. Have monitors work under your supervision. Warning: Do not have too many monitors; they complicate matters.

Have all materials for work ready before the beginning of the session: papers, books, supplementary work, illustrative material, paints, etc.

Place your daily plan and your time schedule on the desk or in some conspicuous place where you can refer to them frequently.

Keep a strict account of tests, oral work, and other data that will aid you in giving the child a just mark on the report card. Do not trust your own judgment.

Any general form of pupil co-operation for the entire school must have the loyal co-operation of every teacher.

All officers to be chosen should be elected by a majority and not by a plurality vote.

Teachers must be on the watch to see that no elected or appointed officer assumes any special privilege or unfair advantage because of his or her position.

On the first day of the term begin teaching as soon as the session begins. The first day is the time to initiate good habits. The first two weeks make or mar the term. The standard of work and classroom decorum is established then. The pupil's impressions of the first day are lasting.

Fresh preparation for each day's teaching assures success.

Give special attention to retarded or over-age pupils. Do not work with bright pupils exclusively during recitations.

Know your least proficient pupils in each basic subject. Group them. Shift groups with each change of subject.

Copying notes from dictation or from the blackboard should be taboo.

Outlines, summaries, etc., should be the last, not the first step in instruction.

Study periods should be used to teach pupils how to study, not to do written home work.

Our Constitution

["Our Constitution: Its Story, Its Meaning, Its Use." By A. J. Cloud, chief deputy superintendent, San Francisco. New York: Scott, Foresman and Company.]

THE study of the Constitution of the United States is now as popular as it is important, but sometimes the insistence upon its importance puts a muffler on the importance of making the study thereof attractive. Mr. Cloud magnifies the importance of making a study of the Constitution of the United States as attractive as rich biography, as catchy in its illustrations and typographical setting as though it were an emergency crusade. Above all else we have seen no history of the United States in its crucial years that is as brilliantly briefly written as is this by Mr. Cloud.

We have been "born and bred" on the Constitution of the United States. We have studied it several times, have taught it and made public addresses upon it, but as we have read this school text of A. J. Cloud in an all-day sitting at El Paso, Texas, weather bound, it is as fascinating as a novel, and has thrilled me as few books can now do. We cite a paragraph characteristic of the charm of the historic setting. Mr. Cloud gives everything relating to the adoption of the Constitution of the United States:—

"The common struggle against the British had partly put to rest the many jealousies among the colonies of which we have spoken earlier in this chapter. But as soon as the war was ended by the Treaty of Peace in 1783, the old quarrels broke out afresh. If it had been thought that an era of quiet, good will, and prosperity would follow the coming of peace, such hopes were soon dashed to the ground. Instead of prosperity, a period of hard times set in; instead of quiet, a period of disorder. Virginia and Maryland nearly came to blows over the navigation of the Potomac. New York laid a tax upon vegetables and butter and cheese entering from her neighbor, New Jersey. In return, New Jersey placed a tax upon a lighthouse on her shore, owned by the city of New York and useful to ships sailing into New York Harbor. Many such examples of petty quarrelings among the states could be given. Each state seemed determined to care for its own selfish interests, without regard to the welfare of the country as a whole."

We have not heretofore adequately appreciated the possibilities and responsibilities for the use of "Constitution Day," largely because the only address we have heard given on one of those days was a dry-as-dust attempt to impress upon young people the significance of the Legislative, Judicial and Executive Departments of Government.

Since seeing Cloud's setting of the Constitution of the United States in history we think everyone needs an annual baptism of Americanization.

When My Ship Comes In

By MARY CAROLYN DAVIES

When my ship comes home! When my ship comes home!
  But shall I wait on shore
And dream of when my ship comes home—
  White sail and flashing oar?
I'm going to steer it home myself,
  Not wait on land without it:
For no one's ship comes drifting in
  Who only dreams about it!

When my ship comes home! When my ship comes home!
  Myself I'll fill the hold—
I'll know that when my ship comes home
  With white sails flashing bold,
'Twill bring the things I wish. Our flag
  To ocean winds we'll fling it!
For each one's ship comes home at last
  If he helps Fate to bring it!

—Philadelphia School Journal.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Heliotrope

IN A CORNER of my garden where the sun comes early and lingers late, blossoms a little plant known by the lovely name of heliotrope. To one knowing Greek the name is doubly beautiful, for it means the plant that keeps turning towards the sun.

In many ways the little heliotrope is one of God's choicest thoughts. Its pale lavender clusters are made up of dozens of smaller flowers, each beautifully formed, each perfect in itself, yet all combining to make one lovely blossom. In the dusk of evening, when the air hangs heavy over the earth, little heliotrope shows forth another side of its delicate nature, for then, out of each starry flower, drifts up a wonderful, haunting fragrance that delights the soul.

What a beautiful example little heliotrope sets for all the world to follow! Just as she turns her starry flowers to face the east where the sun rises and follows his wide arc all through the day to look westward when the day is done, so should our souls face ever towards the great spirit who brought us out of darkness and gave us our day on earth amid the other happy things that He has made.

As the heliotrope is beautiful, so should our lives be beautiful, and as the heliotrope sends up sweet incense from its hundred cups, so should we fill the world around us with the happy influence of our daily lives.

Heaven Is All About Us

IF YOU walk along any country road these beautiful fall days you will see on all sides of you the blue and white glory of the wild asters. You will say in your heart: "How like twinkling stars they are; whole constellations of them; cloudy milky ways that run along the road as far as eye can see."

For countless ages people have been looking up to the far shining stars and saying: "They are little windows in the floor of heaven," or "God must be in his Heaven, for His lights are lit," or "We know there is a God because the stars shine over us." And, while these people have been right in all they say, at the same time, associating the stars with God has tended to place Him very far away, beyond the sailing clouds and the blue sky, in a heaven from which He must look down millions of miles upon the little folk upon the earth.

The blue, starry asters speak differently of God. You and I, as we see them shining in the morning light, can say: "We know God is there beside the winding road, because the starry asters are in bloom."

This thought spreads heaven all around us. It brings God so close to us that we feel him at our elbow as we walk. We do not have to look off into the blue sky to speak to Him. We can whisper in our hearts and He can hear and answer us.

So, when we see the blue asters shining by the yellow winding road, we know that "God's in His Heaven (here on earth) and all is well."

The Four Tenants

THERE was once a great land owner who called before him four tenants, and said: "Your terms of ownership shall expire in twenty-five years. Until that time I require nothing of you except your good will. Go, and so plant and till that you shall have laid up for yourself riches when you can plant and till no longer," and the tenants went each to his own acreage and planted and tilled all the twenty-five years. When the day came for them to give up their ownership they came one by one into the presence of the master. "My granary is not yet filled," said the first tenant, "I need more time." "Did I not set the date?" asked the master. "You did," said the tenant, "but there were weeds to pull and the drouth came often, and sometimes the seed that I used was poor." "It is written against you," said the master, "that you let the weeds of evil habit overrun your fields, and that the drouth you complain of could have been overcome by piping down the waters of hard work, and that the seed you used was bought of an evil dealer. If you have no grain stored in your granaries blame not the time. It was enough." Then the second tenant came before the master and said: "My granaries are far from full. I need more time." "Did I not set the date?" said the master. "You did," replied the tenant, "but I struck gold upon my land and, since gold can buy all manner of things, I mined it and let the fields lie fallow. Now I find that the gold I have dug from the earth with so much labor cannot be ground into bread; therefore, I need time to raise a harvest of good wheat." "It is written against you," said the

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master, "that you loved your gold so much that you would not use it to help your brothers who were fainting in the sun. It is because of that your gold cannot be ground into wheat. If your granaries are without grain blame not the time. Blame rather your own greed." Then the third tenant came before the master. "My granaries," he said, "are without grain; I need more time." "Did I not set the date?" asked the master. "You did," said the tenant, "but I hired others to sow and plant and they failed me utterly so that today I have nothing to show for all the years." "It is written against you," said the master, "that you so loved pleasure that you took no heed of how your farm prospered. When others plowed you were merry in the sun; when others sowed, you were squandering your wealth in high living; when others were tilling the soil you were pursuing pleasure. If now when others garner, you have but barren fields blame not the time. It was enough." Then the fourth tenant came before the master. "Here is the title to my acres," he said. "My granaries are empty, but I have no just complaint. When I should have worked my own acres I was helping others. It gave me joy to spend my time that way." The master smiled upon the fourth tenant. "It is written for you," he said, "that your fields yielded abundance, but that you shared generously all you had. Behold there is another granary that you know not of into which I have stored for you grain for grain all that you have given to your fellows. You shall not want. You have not toiled in vain."

Seeking Heaven

THERE was once a little girl who wanted to go to heaven. Someone had told her it was a very delightful place where there was no shadow and no tears and nothing to do all day long but wander in pleasant places and enjoy oneself, and since this little girl was very much interested in enjoying herself she looked on heaven as a sort of eternal picnic. Now, of course, the idea she had of heaven was a very selfish one and it led her to think of nothing but herself. She was careful never to do anything that was offensive in any way. She kept herself clean and turned up her nose at dirty people. She never said a naughty thing or did an evil deed from one day's end to the next, and yet nobody liked her. One person said she was a little prig. Another person said she was selfish; another person said she was too good to be true. Across the street lived a little girl of her own age. She was the big sister of a big family. She got up early and dressed the baby and then helped with the breakfast and then washed the dishes. She was always running about with rag and string tying up stubbed toes and cut fingers. She cried when the baby came down with measles, but worked all day just the same, helping an old crippled lady to find a little comfort in life. Only on Sunday did she think of heaven and then the thought pained her a little, for it meant dying and leaving so much to be done behind her. Curiously enough everybody loved this little girl. One said she was a dear, which is very great praise indeed; another said she was a little angel, which hinted a little at heaven here on earth, and another said she would grow up into a wonderful woman. It happened that a wise old man in the neighborhood knew both little girls, and one time he spoke to his friends about them. "One looks for heaven as a personal reward," said he, "and hunts for it as a prospector hunts for gold. I fear, my friends, heaven stays a long way off from such as she like a mirage upon the desert, but the other does not think of heaven at all but goes about spreading sunshine and comfort, and behold, heaven follows her and circles her about and stays with her, blessing all who come near to her."

Empty Bottles

THREE empty bottles stood on a cellar shelf. The master of the house was a queer old fellow who liked to play jokes on people. These three empty bottles were jokes that he was playing on people whom he knew. Above the first bottle was a sign which said John X, and above the second bottle a sign which said Jim Y, and above the third bottle a sign which said Mrs. Z. On a little hand press on the floor above, the master of the house printed three fancy labels. The first label had gorgeous flowers in loud colors all around its margin. In the centre it read:—

> "Good Old Self-Conceit. The Best Ever. Give a Stiff Dose to Your Best Friend. Guaranteed To Give Him the Blues; the Chills; and the Snubs. A Substitute for All Kinds of Brains, when taken by the Owner."

The master stuck this label on the Mr. X bottle, and smiled as he did it as though pleased with his joke. The second label read:—

> "Rare Old Touch-me-not. None Ever Like It. One Dose Will Last Your Friends a Lifetime. Guaranteed To Kill Any Germ of Friendliness Anywhere. Relieves One of Happiness and All Joy in Life. When Consumed by the Owner it is Guaranteed to Smooth all the Smiles from the Face and Replace Them with Darkest Frowns."

The master pasted this label on the Mr. Y

empty bottle and laughed out loud at the joke he was playing. The third label read:—

"Best Old Brand of Thoughtlessness Ever Made. Plenty on the Market, but None Like This. One Dose Will Cause Surprise. Two Doses Will Cause Much Thinking. Three Doses Will Cause a Little Sorrow. Four Doses Will Cause Resentment. Five Doses Will Cause Righteous Anger, and Six Doses Will Kill a Friend as Dead as a Door Nail. Try This on Your Own Family and See How Beautifully It Removes All Traces of Happiness. We Recommend this Joykiller to All Who Are Looking for Misery and Disappointment."

The master stuck this label on the Mrs. Z empty bottle, and laughed so long and hard that the cat got up and looked at him over his left shoulder. Nobody ever knew why the master did such silly things, but when he died, and the neighbors arrived to bury him, each one found a bottle on the cellar shelf with his name on it and a description of its contents. There were many empty bottles in the lot, and the owners of these went away in anger, but there were other bottles full of perfumes and fine oils, and the owners of these smiled and spoke of the master as a great genius and a man of shrewd mind when it came to sizing up his neighbors.

How Mr. Egan Uses Character Chats

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

GREGG BOOKS FOR 1926

LAW

Essentials of Commercial Law. Revised 1925 Edition. By Wallace Hugh Whigam, M.S., LL.M., Carl Schurz High School and Walton School of Commerce, Chicago. $1.40

MATHEMATICS

Modern Junior Mathematics, Book II. Revised 1926 Edition. By Marie Gugle, Assistant Superintendent of Schools, Columbus, Ohio $ .90

Thoroughly revised by the addition of practical suggestions to teachers, practical problems by chapters, shop and home economics problems, new types of tests, minimum essential tests, and a chapter on the relation of mathematics to art, with illustrations in color.

SALESMANSHIP

Salesmanship and Business Efficiency. Revised 1926 Edition. By James S. Knox. $2.50

This is the school edition of Mr. Knox's well-known book, designed as a complete course in Salesmanship and Business Efficiency.

MONOGRAPHS

A Neglected Factor in Education. By George E. Walk, Ph.D., Dean, Teachers College, Temple University, Philadelphia, Pennsylvania. $ .20 net

A scholarly and interesting statement of the value of shorthand and the place the subject should occupy in our scheme of education.

Application of Tests and Measurements to Shorthand and Typewriting. By Thaddeus L. Bolton, Ph.D., Head, Department of Psychology, Temple University, Philadelphia, Pa. $ .20 net

MONOGRAPHS

College Credit for Shorthand, Typewriting, and Office Practice. By Louis Brand, Chairman, Department of Stenography and Typewriting, George Washington High School, New York City. $ .20 net

TYPEWRITING

The Typist at Practice. By Mrs. Esta Ross Stuart, Berkeley, California, High School. $ .67

A combination typewriting practice pad and filing folder. Consists of 320 letter-size sheets, of which half are in type, the other half blank for students' practice. Forces student to work to capacity every minute. Develops technique, rhythm, accuracy, and speed.

Typewriting Speed Studies. Revised 1926 Edition. By Adelaide B. Hakes, Gregg School, Chicago. $ .52

Contains supplementary exercises in typewriting. Splendidly adapted for reviews and for tests.

New Rational Typewriting. Revised 1927 Edition. By Rupert P. SoRelle. $1.20

A revision of this popular text first published in 1923. Contains sufficient material for a full year's work. This book is soon to be followed by a second-year book—Rational Typewriting Projects—the two books to comprise a complete two-year course.

New Rational Typewriting, Intensive Course. By Rupert P. SoRelle. $1.20

This book contains the leading features of the New Rational Typewriting, plus a chapter on projects and problems for advanced students. The book is designed for schools that use but one typewriting textbook. The book takes cognizance of the peculiar conditions and organization of the private commercial school.

Examine these books at our expense

THE GREGG PUBLISHING COMPANY

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EDUCATION IN ACTION

Raps Use Of Lectures

That "students should not be admitted to college until eighteen years of age" was an outstanding conclusion offered by the curriculum committee representing students of the Women's College at Brown. The report to the faculty embodied the following suggestions: "Reasons of economy, plus a desire to cover a large amount of material in a short time, have been in part responsible for the development of the lecture system. The result is a tendency to overemphasize the lecturer and his statements to such a degree that the student feels free from all responsibility save that of gathering the material in her buckets and pouring it out on examination. To employ the discussion method postulates scholarly instructors, skillful in handling students and masters in their fields of study. Smaller classes than those at present possible are also necessary and in this connection a reduction of the numbers of the student body might be advisable."

Duke University's Building Program

When the present building program is completed, probably within six years, Duke University, Durham, N. C., will consist of about sixty buildings, modern in construction and equipment and costing in the neighborhood of $25,000,000. The university will consist of two sections. One will be the enlarged Trinity College plant, now under construction at a cost of $5,000,000. The other section will be the greater Duke University, one mile away from the present site and erected on top of a plateau rising more than 100 feet. This section will consist of approximately forty buildings, forming a huge quadrangle almost a full mile in length. The cost of this plant, it is estimated, will be around $18,000,000. As is generally known, Duke University changed its name from Trinity College about a year and a half ago, in order to accept the great endowment created by the late James B. Duke in an indenture establishing the Duke endowment of $40,000,000, of which Duke University received $6,000,000 for the present building program and thirty-two per cent. of the income. Mr. Duke provided that twenty-five per cent. of the income from the stocks and bonds of the Southern Power Company, in which funds of the endowment consist, be added each year until the fund grew to $80,000,000. Duke University is operated as a religious institution, under the direction of two Methodist conferences in North Carolina. No change is to be made in this manner of direction. President Few, Robert L. Flowers, vice-president in charge of business administration, and Dr. Frank C. Brown, comptroller, members of the faculty most engaged in the development program, are going about the construction of a great industry, not only with the aim of having many and huge buildings and beautiful surroundings, but are following Mr. Duke's charge to go out and bring into the faculty the biggest men in their respective fields that the country affords.

Public School for a Single Nevada Family

Eight children from a single family constitute the entire enrollment of Diamond A School, ten miles west of Jarbridge, Nev. The father of the children is the owner of a ranch of one thousand acres, upon which the school is situated. The mother is a native of Spain. The family speak Spanish, and instruction is given in part in that language. The school is unusually well equipped. Hot and cold water, electric lights, typewriter, Victrola, player piano, swings, slides and boxing gloves are provided. The teacher receives from the school district $125 a month for a nine months' term.

B. U. Has Consumer Research Bureau

Professor Elizabeth MacDonald, head of the household economics courses at the Boston University College of Practical Arts and Letters, in an explanation of the scope and purposes of the new bureau of consumer research at the college, declared that the economic importance of women as purchasing agents is growing every year. She said that they now spend $5 out of every $7 in the national pay envelope. The twin aims of the bureau of consumer research are the economical and intelligent buying of household necessities by housewives and efficient and intelligent production of these necessities by manufacturers.

Uses Cartoons to Arouse Health Interest

Health hints are being brought graphically to the minds of Lyon County, Kansas, grade school pupils by means of cartoons. The program of stimulating better health conditions is being conducted by the county health nurse, Miss Stella Klein. In September Miss Klein sent a letter to each school, stressing means of keeping healthy and inclosing a cartoon called "Healthtown." In this town were shown the Clean Teeth Store, the Early to Bed Hotel, the Playhouse, the Vegetable Inn, the Swat the Fly Shop, the Eat Slowly Cafe, the Daily Bath Hotel and Milk Cafe. They were located on Cleanliness and Fresh Air Streets. Along the highway leading to the town were Apple City, Orange Valley and Eggtown.

Citizens' Group Owns High School

Unlike other public schools in New England, the Hancock, N. H., high school is not the property of the town, but is owned and maintained by an educational association composed of public spirited citizens. The town pays the association $3,000 a year for tuition of local pupils and the association also receives tuition fees from other near-by communities which send pupils here. The school, which is now in its twelfth year, is a two-story brick building, large enough to meet all the education requirements of the town. A short distance from the school is a lake where pupils have facilities for swimming and boating in summer and skating in winter. The school also owns an apple orchard containing more than fifty trees. Students of the agricultural department take care of this orchard, which nets a profit every year. The teaching staff of the institution is headed by George W. Weston, a graduate of the University of New Hampshire, who is serving his fifth year as principal.

Would Make Altruism Entrance Requirement

Clarence C. Little, president of the University of Michigan, is of the opinion that an unselfish purpose to be of use in life should be one of the requirements for admission to college. "It is clearly being unfaithful to our duty," he declared, "to ignore in our selection of candidates for admission the potential value of the student as an asset to his fellow man. Students desiring to enter college with selfish or self-centred purposes, or with only a feeling of individual rights and privileges, should certainly be viewed with as much distrust as those conditioned in plane geometry."

"Spelling Not Gift," Says School Chief

The results of spelling tests made in the public schools of New York City last May were made public recently by Superintendent William O'Shea. They show, he said, a very satisfactory condition throughout the city schools. The spelling test was taken by 86,770 pupils. The various groups average high, according to the report. The test, however, showed weak points in the teaching of spelling, and these Dr. O'Shea has set out to correct. He would have the methods of teaching conform to the laws of habit formation. "Spelling is not a gift," he declared, "it can be taught as any other school subject." Interest should be obtained by creating a demand for the words to be taught, and teachers should arrange for a systematic program of testing. Pupils should be asked to keep records of their own achievement and progress.

Dean Lord Frowns On Scholarships

Scholarships often do college students more harm than good, according to Dean Everett W. Lord of Boston University School of Business Administration. "The modern student is too much of a beggar," the dean declared. "He is too likely to think that some one has the function of taking care of him while he gets an education. The man who leans on gifts is weakened. Every boy who comes to college unable to support himself would be better off if he were sent out to earn his expense money first." Dean Lord feels that the part-time college job gives the student a much more satisfactory footing than a scholarship. He believes it better for students to work under a disinterested boss in industry than for the college, and better for him to rustle his own job.

Came to College Out of Curiosity

One freshman came to Iowa State College merely because he was "curious to see how it would be," he declared in answering a questionnaire put to freshmen recently. Others came "to get social recognition," "because I was told to get responsible," or "to have a good time." Many expressed desire to learn some profession, and some answered "to learn to think," and "to get the most out of life."

Little Word "Yes" Has Many Variations

There are many substitutes for the word "yes" in the English language, declares Professor Louise Pound of the University of Nebraska. It is still used in written discourse, but it seems to be disappearing from oral speech. A canvass of the substitutes for "yes" in a room containing more than a hundred young people brought to light the following list as well as others of less interest. Substitutes like "all right," "you bet," "O. K." and the group of nasal expressions were not taken into account. All the forms listed were known to many persons among the hundred or more questioned. Those known to only a few persons were: yeth, yum, yo, yaw, yezz, chess, chass, chahss, chuss, des, yaĭr, chow, yip, yaw, yap, yop, yup, yurp, yis, yuss, yays, chassm, hya, eye-ah, yass, yahss, hazz, ye-us, yahuzz, ye-y-ss, yeh, ye-ah, yessir, shassm, yar. Mainly, these mutilated forms of "yes" are colloquial, but they are employed by many who seem never to use "yes" in its standard form.

Some Statistics Of City Schools

Of the 8,750,000 pupils in city schools 4,400,000 or a little over half are girls, the bureau of education reports. These schools are conducted by 215,000 women teachers and only 26,000 male teachers. Upkeep of city schools costs about $1,300,000,000 a year.

REMINGTON TYPEWRITER
School Sales *Break All Records*

DURING the past year the demand for Remington Typewriters for instruction purposes in the commercial schools of America has been without a parallel in typewriter history.

This demand clearly indicates the outstanding merit and popularity of the Remington as a teaching machine. It also reflects the enormous prestige and reputation of the Remington product throughout the business world.

The aim of every business school is to supply its graduates with the kind of training needed in the business office, and these record-breaking purchases of Remington Typewriters by commercial schools show conclusively the present trend of business requirements.

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TREND OF THE TIMES

Crime Wave Has Not Increased

In the opinion of Sanford Bates, president of the American Prison Association and commissioner of correction of Massachusetts, the general volume of crime is on the downward trend in the United States. "The so-called crime wave has not increased in the last ten years," he said. "There are certain spectacular crimes, such as bank holdups, but the general volume is decreasing. There has been a diminution of vagrancy and drunkenness." He also declared that the crime-dealing machinery of the present day should be reorganized to meet the changed conditions of modern life.

National Debt Cut Six Billion

The United States has reduced its national debt by about $6,000,000,000 since 1919, according to a survey by Dominick & Dominick, members of the New York Stock Exchange. "The reduction has saved the Government large interest payments, and was accomplished while the taxpayer's burden was constantly decreasing," the review said. "If the 1920 taxes had been maintained for the succeeding six years to date, the additional revenue would have amounted to $14,000,000,000. In a sense, therefore, a $14,000,000,000 tax reduction was effected despite a $6,000,000,000 decrease in national debt."

Japanese Campaign Against Western Styles

Japanese newspapers and societies are waging a campaign against bobbed hair and short skirts. They assert that these ultra-Western styles are immoral and not suitable for Japanese women. Within the last few months the short skirt has become more and more noticeable on Tokio streets, but the stores and modistes declare the style never will gain popularity because Japanese women, as a rule, have not the figures for these innovations.

Synthetic Oil Made in France

Synthetic petroleum has now been realized, and ultimately France will escape from dependence for oil on America. Such is the announcement, based on affirmations of M. Audibert, director of the French National Society of Research. Experiments have been conducted for a long time in deserted country, forty-five kilometers from Paris. Much enthusiasm has been shown over the successful conclusion of the experiments. Oxide carbon and hydrogen under heavy pressure are filtered through a mysterious substance resembling ground coffee.

Motor Registrations Increase in Half Year

Motor vehicle registrations are still climbing upward. The United States bureau of public roads has announced that 19,697,832 motor vehicles were registered in the United States during the first six months of 1926, an increase of 1,927,141 or 10.8 per cent. over the corresponding period of 1925. The bureau predicted further increases.

Colombia Receives Final Canal Payment

The last payment of $5,000,000 due Colombia as a result of our building the Panama Canal has been ordered by the treasury department. In 1902 the United States signed a treaty with Colombia for the purchase of the Canal property for $40,000,000, but Colombia refused to ratify its own offer. Thereupon the northern part of Colombia revolted and established the independent republic of Panama. At President Wilson's suggestion the United States agreed to pay Colombia $25,000,000 "to restore cordial friendship." The treaty was signed in 1921 when President Harding was in office. The amount was to be paid in yearly installments of $5,000,000, this year's being the final one. The United States paid Panama $10,000,000 outright for the strip of land known as the Panama Canal Zone, and in addition pays that republic a "rental" of $250,000 a year. Altogether the canal cost the United States nearly $400,000,000.

Lusitania Claims Still Being Adjusted

More than eleven years after the sinking of the Lusitania off the Irish coast by a German submarine the mixed claims commission representing the United States and Germany are winding up the claims resulting from the American loss of life. Of the 1,198 persons who lost their lives 128 were Americans. The 12,000 original claims amounted to $1,500,000,000. The commission has allowed only $2,500,000. About 1,200 claims remain to be settled. The commission did not try to fix the value of the life of the victim, but its monetary value to dependents. That is why it refused to make any award to the heirs of Alfred Vanderbilt yet awarded a mechanic $10,000. The largest award, $130,000, went to a dependent widow.

Says Women May Rule Business in Short Time

According to Sir Charles Higham in a London address, women in twenty years will dominate all branches of the business world if men do not pull themselves together. "Today women in business are more energetic, more thorough and take a keener interest in their work. Men often swank outside the office and to show their importance mention facts they should not. Women never do," he said. The qualities fitting woman for business, in the speaker's opinion, are superior loyalty, neatness and cheering ability to work, together with a desire to study their task and to advance.

Foresees Trend To Larger Farm

"Farming in the future will tend more and more in two directions—either highly developed and perfected specialties, or corporation or department store style of farming." Such is the view of O. R. Johnson, professor of farm management in the College of Agriculture, University of Missouri. He sees success for the farmer in the general adoption of "big business" methods. "The American farmer will have to make his plans for the future on a different basis than those he has made in the past," says Professor Johnson. "We hear economists and historians speaking of the age of machinery. This age of machinery is only a small step in the transition, so far as agriculture goes."

Traffic Tieup Loss Enormous

In a survey of traffic conditions throughout the country, the American Road Builders' Association has estimated that traffic congestion is costing the United States about $10,500,000 per day. The total loss in time, accidents and property damage was estimated at $3,832,500,000 for the year, exclusive of the loss in insurance as the result of over 20,000 fatalities. "The enormous cost of congested traffic is the result of inadequate facilities in and near the thickly settled communities," the association declared. "The situation demands immediate widening of highly traveled streets and highways throughout the nation."

The BOOK TABLE

JIMMIE AND THE JUNIOR SAFETY COUNCIL. By Stella Boothe, co-author of Mary Gay Stories. With an Introduction by Albert W. Whitney, the National Safety Council. Yonkers-on-Hudson, New York: The World Book Company.

The practice of safety can be made a fascinating adventure for children—a game which they will wish to play.

Instruction in accident prevention which is systematic, which enlists the support and arouses the responsibility of school children, is the kind of safety education that is most effective and valuable.

Many of the incidents recounted are taken from newspapers or from school reports, and all of them give the effect of reality by representing the natural responses of normal children. A great deal of information is given, covering practically every aspect of safety education and including the how and why of things in order that the facts may be seen clearly. The steps in establishing a Junior Safety Council and what it can accomplish are presented so that children will know how to form and conduct such an organization wherever it is feasible—and the story will create in them the desire to do it.

Following the story is a Handbook of Safety Study designed especially for pupils' use. In this are some facts which boys and girls should know about accidents, precautions regarding electricity, and rules for playgrounds. A number of safety games and songs, suggestions for assembly programs, and outlines of study topics for grades four to eight are given for use either in classroom work or in connection with the activities of a Junior Safety Council.

MENTAL TESTS: THEIR HISTORY, PRINCIPLES AND APPLICATIONS. By Frank N. Freeman, Ph.D., University of Chicago. Cloth. 500 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Dr. Freeman of Chicago University has prepared a book of exceptional value. It has high historical value, but that which commends it most emphatically is its supreme sanity. He has not let any propaganda run away with him. That which has robbed "Tests and Measurements" of much public confidence has been the evidence of the ardor of the propagandist, which seems to be almost hysterical with some writers. We quote a paragraph which is clearly characteristic of Dr. Freeman's professional poise. Speaking of administrative use of mental tests in dealing with individual pupils he says: "The score on a mental test is rarely if ever to be taken as the sole basis for a decision regarding a pupil. The treatment of the individual pupil is always a complex problem. Mental tests furnish valuable aid to the solution of the problem, but they must always be interpreted in the light of all the facts which can be gathered about the pupil."

Dr. Freeman is fair in his comparisons of authors and systems, but he is especially valuable in the practical application of all opportunities and responsibilities.

INDIVIDUAL DIFFERENCES IN THE INTELLIGENCE OF SCHOOL CHILDREN. By Mary M. Wentworth, Mt. Holyoke College. Cambridge: Harvard University Press.

This is an exceedingly valuable study of the intelligence of school children. Dr. Wentworth is wholesome in her interpretations. She never hesitates to place superior emphasis upon the "tremendous importance of studying the *whole personality make-up of every child.*" Children are being moulded day by day by their environment. The school life is a large part of the environment. The future success or failure of children of high intelligence is likely to depend largely upon the school. The watchword of the new education should be: "Unto every child something is given. Let every teacher find that something and see that the child develops it to his fullest."

This is the personal study of more than eight hundred individuals by Dr. Wentworth, and always her report of their records in the Stanford-Binet tests is sane and helpful.

SECOND LATIN BOOK. By Celia Ford, head of the Department of Latin, Girls High School, Borough of Brooklyn, New York City. 305+vii+lxxxix pages. New York: Henry Holt and Company.

In the lessons of the first part, inflections and syntax are completed and reviewed. These lessons also contain ten simplified selections from Caesar, and brief accounts in English of the various incidents in the conquest of Gaul, together with descriptions of Roman arms, the army, camp, baggage, etc. From page 133 to page 346 are included selections in Latin, comprising extracts from the Fabulae Faciles, an account of ancient geography and the story of Rome, based on Livy, Caesar, Tacitus, and Eutropius; the lives of Miltiades and Hannibal, adapted from Nepos; and three stories from Ovid. On pages 222-228 we find a "Life of Caesar" in English, and interspersed among the Latin selections are numerous explanations and descriptions in English.

At the end of the reading matter is an index, containing a Summary of Inflections, a Summary of Roman History, a Chronology, Pronunciation of Proper Names, and Vocabulary Reviews. The vocabulary is complete, but without Latin derivation. Nowhere in the book do we find any correlations of Latin and English words.

The work seems large, and one wonders whether there is not too much for the average class to complete in the second year. Moreover, not a few teachers will regret that there is so much *simplified* Latin. Is it not better that our boys and girls should read Latin as written by the Romans themselves?

THE TEACHERS' BOOK OF PHONETICS. By Sarah T. Barrows, State University of Iowa, and Anna D. Cordts, Iowa State Teachers College. Cloth. 200 pages. Boston, New York, Chicago: Ginn and Company.

Whoever knows Miss Barrows and Miss Cordts need not be told that they

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November and December holidays, spent here, will be long remembered. Rest in warmth and comfort; enjoy invigorating days on alluring mountain trails or country roads; share in abounding good fellowship. And on Thanksgiving and Christmas—a real old-fashioned dinner, with turkey and all the "fixin's." Accommodations for groups or individuals. Write for illustrated booklet.

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have produced a book for teachers that is as new as the discovery of the violet ray, as practical as the spark plug, as professionally penetrating as the cosmic ray. If any one has thought that the last word has been previously written on Teaching Phonics he should be disillusionized by reading the Barrows-Cordts book. With these authors there is a science of phonetics as distinct as hydro-electric science and an art of teaching phonics as illuminating as the art of spectroscopy.

"The Teachers' Book of Phonetics" is positively fascinating so exceptional are its lines of approach to each advance, so simple as to be illuminating and yet so captivating as to be professionally brilliant.

THE ORGANIZATION OF A COMPREHENSIVE HIGH SCHOOL. By Milo H. Stuart. Cloth. 125 pages. New York: The Macmillan Company.

Mr. Stuart has attained national fame by the success of his technical high schools in Indianapolis in which the interest of the individual is kept paramount. Mr. Stuart tells the story in the "Foreword" much better than we can tell it. In these twelve years it has been our privilege more than once to visit this group of high schools, and we have expressed our appreciation in the Journal of Education, and now we let Mr. Stuart do it, merely saying that even he does not adequately tell the story.

"Setting mile posts of achievement along untraveled roads has been the province and the privilege of every one charged with administration of large high schools within the last decade. In the field of education many old things have passed away; fresh winds of doctrine have come bearing new messages, as well as old messages freshly stated. New standards for universal education of our people have been set up; compulsory school attendance for those of high school age has been established; a new conception of the high school has broadened its function from that of a mere preparatory school for college to that of an institution which is to serve the educational needs of all; new objectives of education have been set forth; new values for educational purposes have been discovered in fields of knowledge of which the schools previously had not been aware; and rapidly changing social conditions have altered the scope of work of all institutions of society to such an extent that the secondary school stands in a new but very significant and vital relation to the community which it serves.

"In a period when these movements were taking place, the Arsenal Technical Schools were established and have been developed. This group of schools, organized as one institution, now consists of a four-year high school, comprehensive in character but with emphasis on the technical, and fourteen all-day vocational schools in which are taught automobile construction, machine shop work, sheet metal work, foundry, plumbing, pattern making, cabinet making, carpentry, electrical construction, agriculture, home economics, printing, drafting, and commercial art. In many respects the conditions surrounding these schools are unique. Situated upon the site of the old United States Arsenal which, purchased from the federal government, is now held in trust by the school city for the purpose of public education, the schools have benefited from the start by the traditions of the site and the magnificent advantages of its seventy-six acres of deeply wooded campus, as well as by the urge of the imperative nature of its commission to serve all the boys and girls of Indianapolis.

"To fulfill this obligation in every possible way has been the ambition of the principal and faculty through the first thirteen years of the history of the schools. An attempt has been made to analyze every factor which should receive consideration in adapting the work of the institution to the needs of Indianapolis youth. Upon the basis of this analysis the program of courses has been established and the plans of organization have been worked out."

EL CAPITÁN VENENO. Por Pedro Antonio de Alarcón. Edited, with notes, exercises, and vocabulary, by J. D. M. Ford, professor of French and Spanish, and Guillermo Rivera, assistant professor of Spanish, Harvard University. Cloth. Illustrated. vii+203 pages. New York: D. C. Heath and Company.

Professor Ford's edition of "El Capitán Veneno," that tried and true favorite of Spanish classes, was first published in 1899 and was the pioneer edition. In the course of years other editions have been prepared, but in no case was there any marked improvement over the pioneer text, except in the use of the present method of accentuation. Notes and vocabulary remained authoritative and were not materially improved upon. Six or seven years ago the edition was further improved by the addition of some first-rate exercises of varied type based on the text, Professor Guillermo Rivera being called upon to prepare them. Finally it was decided to reset the entire book, which has now been done. The text now appears in the present-day orthography and is most attractively printed. Mr. Rivera's excellent exercises have been retained. The notes have been somewhat revised and improved. The vocabulary, like all the rest of the book, now employs the modern system of accentuation. Mr. Ford's introduction succeeds in giving in a few pages an accurate and comprehensive picture of Alarcón and his work. The publishers have taken advantage of the re-issue of the book to include a series of attractive illustrations which add to the pupil's enjoyment of the story.

"El Capitán Veneno" is still a good story for students in Spanish classes to read, and in its new form the Ford and Rivera edition of the work is just as reliable, usable, and attractive as it has always been throughout the quarter-century of its existence. We welcome an old and true friend in a new dress.

A NEW PALMER METHOD HANDWRITING MANUAL FOR THIRD AND FOURTH GRADES

This is another self-teaching text-book, and an IMPORTANT LINK IN THE PALMER METHOD SERIES. The instructional part of this new book alternates between teachers and pupils, with such simplified language in the paragraphs to pupils as will fit the understanding of those in third and fourth grades.

The simplified drills lead directly to movement application in making letters and writing words and sentences.

The diagrams of main and connective slant; the three elements and their applications to capitals, are some of the new outstanding practical features.

Measuring the Process and Product

The last seven pages of this new text-book of Palmer Method Handwriting for third and fourth grade teachers and pupils deal specifically with the scientific plan of measuring the process and product of muscular movement development and its application to writing. There are photo-engraved specimens (3 each) from third and fourth grade pupils for purposes of comparison. This is an entirely new feature in a text-book on practical handwriting and is making a strong appeal to teachers.

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GRINS BETWEEN GRINDS

Sense of Value

The teacher had been telling the children about the various human faculties for hearing, seeing, etc., and how they frequently testified erroneously. Having finished, she asked the class: "Now, what are the five senses for?"

Little Marilyn, aged six, replied: "To buy th' ice cream cone with."

What's a Name For

A man rushed into an old furniture store.

"What do you want?" asked the proprietor.

"Is this a second-hand store?" asked the man.

"Can't you see it's a second-hand store?"

"Well, I want a second hand for my watch."—Good Hardware.

What !!!

Smithers (in rage)—"That man is the biggest fool in the world."

Wife (soothingly) — "Henry, Henry, you are forgetting yourself."

Two of a Kind

Teacher—"A biped is something that goes on two feet. Is there anybody that can give me an example?"

Pupil—"A pair of shoes!"

Safety First

Judge—"Why did you run down this man in broad daylight on a perfectly straight stretch of road?"

Prisoner—"Your honor, my windshield was almost totally obscured by safety first stickers."

Family Go Light

It was a small dinner party, and the dessert stage had been reached, when little Joan said:—

"Will dessert upset me tonight, mummy, or is there enough to go round?"—The Progressive Grocer.

Indignant

Shoe Salesman—"Aren't you the young lady who called last week for a pair of shoes with a short vamp?"

Indignant Patron—"Sir, she was my sister!"—Oil Weekly.

Great Secret Out

Lige—"Ah tells yuh, Mose, dat Ah done foun' out de diffunce between de men an' de women at las'."

Mose—"Go long, Lige; it would take a heap-lot smarter man dan you ter find out dat. But let's heah whut you got ter say erbout it."

Lige—"Why, Mose; a man'll gib $2 fer a $1 thing dat he wants, an' a woman'll gib $1 fer a $2 thing dat she don't want."

Not Noiseless

"My dear," called his wife from the next room, "what are you opening that can with?"

Hubby—"With a can-opener! What do you suppose?"

Wife—"I thought from your remarks you were opening it with prayer."—Capper's Weekly.

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Check This Up With Your Own Experience

To determine the time actually required by high-school students for preparation of their lessons outside the recitation period, a questionnaire was sent to students by the commissioner of secondary schools of California. Replies were received from 95,000 students. Of these, 4.2 per cent. frankly admitted spending no outside time in preparation; 9.6 per cent. reported spending from 1 to 15 minutes for a single recitation; 31.6 per cent., 16 to 30 minutes; 44.5 per cent., 31 to 60 minutes; and 10.1 per cent. claimed to devote an hour to outside study for each recitation. From these replies the inference was deduced that an average of from 45 to 60 minutes would be required for thorough preparation of a high-school recitation.—School and Society.

Small Moralities in 1873

[Fayette County, Iowa, Union.]

There's many a man who would not all at once rob his fellow man of all that he owns, yet would remorselessly do it by five and ten cent notes.

There's many a woman who would not cut her neighbor's flesh who will yet stab her to the heart by a tongue thrust at her character.

There's many a man who would not cheat and deceive any woman, but will yet do so most cruelly and fatally by manner, look, and act; and there's many a woman, too, who will do the same.

There's many a person who does all great things upon principle, but who goes by impulse alone in the smaller (which are more important) affairs of life.

There's many a person who would not for anything neglect Scripture reading, praying, church going, or even almsgiving, yet who will fret and whine and growl all the day long making everybody uncomfortable around them.

There's many a man who is as just as Aristides to all beyond his own family circle, but who is more unjust than the veriest tyrant to all within.

There's many a person who reads, meditates, and sings most devotedly by the hour who yet hugs the abject snake of selfishness and the cruel asp of hatred in constant embrace.

There's many a person who tries to be religious, but who never tries to be noble minded, tolerant, polite and agreeable, and always clean from head to foot.

There's many a man who aims to be ever true, but who forgets to be ever kind. Many a man whose honor in large affairs is worthy of praise, who in the small, unexpected matters of each day has no honor at all.

What the Danes Demand of Their School Teachers

The Danes, as most Europeans, say to their prospective high school teachers: "Prepare to teach something. Learn much and learn it will. Learn how to teach it and demonstrate the capacity and then we shall permit you to instruct our children." This is a sensible demand. To the children it is the only just one.—From "The Training of High-School Teachers in Denmark," by Edgar W. Knight, in "The High School."

Meetings To Be Held

NOVEMBER.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-12: Massachusetts and New England Associations of School Superintendents, Boston.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

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20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago, Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

27-30: Linguistic Society of America, Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

December 31-January 1: American Association of University Professors, University of Pennsylvania, Philadelphia, Pa. (Professor H. W. Tyler, secretary, Massachusetts Institute of Technology, Cambridge, Mass.)

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST

3-10: World Federation of Education Associations, Toronto, Canada.

Summer, 1927: National Congress of Parent-Teachers Association, Oakland, California.

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